

7Q - Quest Curriculum – English/6 Lessons Weekly Communication Skills /4 Lessons Weekly

Year	2022 – 2023 Autumn 1	2022– 2023 Autumn 2	2022 – 2023 Spring 1	2022 – 2023 Spring 2	2022 – 2023 Summer 1	2022 – 2023 Summer 2
	<p>Topic: Who am I? Introducing autobiography</p> <p>Baseline test- writing a short piece about themselves with some prompts.</p> <p>Core Focus: simple / varied sentences, punctuation, letter formation, comprehension. Non-Fiction focus.</p> <p>Reading: Autobiography/ Biography extracts</p> <p>Using sensory stimulus, visual aides and role play</p> <p>Writing: planning and writing an autobiography about themselves.</p> <p>Scaffolding sentences Gap filling activities – pictures, words and sentences.</p>	<p>Topic: Magical Stories. Traditional stories</p> <p>Reading: short collections of magical stories. Simple comparisons using pictures, words and sentences.</p> <p>Writing: planning and writing a short magical story / re-telling a favourite fairytale through the eyes of one character?</p> <p>Scaffolding sentences Gap filling activities – pictures, words and sentences.</p> <p>S&L –some discussion of short stories.</p> <p>Key Questions S&L Can I:</p> <p>-discuss what makes a great films or extracts e.g. Narnia? Spirited Away? The Witches? -appreciate a range of magical stories and film extracts?</p>	<p>Topic: Our favourite places!</p> <p>Reading: descriptions of a number of real / made up locations e.g. woods, spooky house, Drayton Manor etc.</p> <p>Using pictures, words and sentences.</p> <p>Writing: planning and writing a leaflet presenting their favourite real or imagined locations e.g. My Favourite Theme Park, holiday location...</p> <p>Scaffolding sentences Gap filling activities – pictures, words and sentences.</p> <p>S&L: some discussion of given locations.</p> <p>Key Questions S&L-Can I:</p>	<p>Topic: Rap and Rhyme</p> <p>Reading: a variety of poems e.g. Benjamin Zephaniah / rhymes.</p> <p>Using pictures, words and sentences.</p> <p>Writing: planning and writing their own simple poems e.g. rhyme.</p> <p>Scaffolding sentences Gap filling activities – pictures, words and sentences.</p> <p>S&L: discussing poets / poems – presenting poems.</p> <p>Key Questions / S&L</p> <p>-What is rhyme? -What is poetry? -What is rap? -What words sound the same? -What nursery rhymes do I like or used to like?</p>	<p>Topic: Read All About It! (News) Fact Vs Fiction.</p> <p>Reading: news stories – First News / Newsround.</p> <p>Using pictures, words and sentences.</p> <p>Writing: planning and writing a short news story.</p> <p>Scaffolding sentences Gap filling activities – pictures, words and sentences.</p> <p>S&L: group discussions about key newspaper articles.</p> <p>Key Questions S&L</p> <p>-What is news? -Why do we have news? What is non fiction writing?</p>	<p>Topic: All About Birmingham! Research based project.</p> <p>Reading: key facts about Birmingham.</p> <p>Using pictures, words and sentences.</p> <p>Writing: a brochure for Birmingham covering some main attractions in the city.</p> <p>Scaffolding sentences Gap filling activities – pictures, words and sentences.</p> <p>S&L: Presenting their brochure / PowerPoint to the class individually or in small groups.</p> <p>Key Questions S&L</p> <p>-What is research? -Why is it important? -What are the best things about Birmingham?</p>

<p>S&L: informal presentation; talking about self.</p> <p>Key Questions</p> <p>Can I:</p> <ul style="list-style-type: none"> -explain what an autobiography is to my peer? -understand why people write them? -think about key events in my own life for my mini autobiography? <p>Reading:</p> <p>Can I:</p> <ul style="list-style-type: none"> -read autobiography extracts and check that the text makes sense? -make basic inferences from what I have read? - participate in discussions about biographies/autobiographies, taking turns listening to what others say? -record and retrieve key information? <p>Writing</p> <p>Can I:</p> <ul style="list-style-type: none"> -plan and write my own short autobiography about myself? <p><i>They can decorate and make it presentable.</i></p> <ul style="list-style-type: none"> --choose what to include- e.g. a page on- my family, primary school, key memories e.g. holidays or school trips? 	<p>S&L: informal presentation; talking about self.</p> <p>Key Questions</p> <p>Can I:</p> <ul style="list-style-type: none"> -explain what an autobiography is to my peer? -understand why people write them? -think about key events in my own life for my mini autobiography? <p>Reading:</p> <p>Can I:</p> <ul style="list-style-type: none"> -read extracts of magical stories showing I understand what I have read? -make basic inferences from what I have read? -I can retell a short story to a peer? - predict what might happen next? - participate in discussions about the stories read and listen attentively to others? -record and retrieve key information? -retell my favourite fairytale in my own way? <p>Writing</p> <p>Can I:</p> <ul style="list-style-type: none"> -storyboard my own short magical story? -identify the audience? - begin to write legibly? - inset full stops and capital letters? -begin to select apt grammar and vocabulary choices? <p>Key skills and knowledge</p> <p>See highlighted points.</p>	<ul style="list-style-type: none"> -discuss what makes a great magical story? -plan and storyboard my own magical story using prompts? <p>Reading:</p> <p>Can I:</p> <ul style="list-style-type: none"> -read extracts of magical stories showing I understand what I have read? -make basic inferences from what I have read? -I can retell a short story to a peer? - predict what might happen next? - participate in discussions about the stories read and listen attentively to others? -record and retrieve key information? -retell my favourite fairytale in my own way? <p>Writing</p> <p>Can I:</p> <ul style="list-style-type: none"> -storyboard my own short magical story? -identify the audience? - begin to write legibly? - inset full stops and capital letters? -begin to select apt grammar and vocabulary choices? <p>Key skills and knowledge</p> <p>See highlighted points.</p>	<ul style="list-style-type: none"> -describe my favourite places? -describe how I might feel in my chosen place? -describe using my senses? -where do I feel safe in school? -where do I feel unsafe? -take turns and listen to what others say? <p>Reading:</p> <p>Can I:</p> <ul style="list-style-type: none"> -select some words / pictures from a description of a place e.g. spooky woods / theme park? -show curiosity about what is being read? -read half the letters of the alphabet? -predict what might happen next in a story / extracty? <p>Writing: Can I:</p> <ul style="list-style-type: none"> -plan and write (with support) a simple description of my favourite places (real or imagined) using pictures? -create a leaflet presenting my favourite real or imagined places? -trace, overwrite or independently write up my 	<ul style="list-style-type: none"> -Can I join in with a poem / rhyme? -Can I say which poem / rap is my favourite? -Why are poems used to express something? (discussion) -I create my own simple rhyme poetry poem? <p>Using sensory resources</p> <p>Reading:</p> <p>Can I:</p> <ul style="list-style-type: none"> -select some words / pictures from a familiar rhyme and give it meaning? -show curiosity about what is being read? -ask appropriate questions about given raps / poems? -make inferences about what a poem is about? -recognise half the letters of the alphabet when looking at rhymes? - associate sounds with patterns in rhymes. -make simple comparisons between poems? <p>Writing: Can I:</p> <ul style="list-style-type: none"> -plan / write my own simple rhyme poem about something important to me? 	<p>Mix and match tasks</p> <ul style="list-style-type: none"> -Can I listen to / read a simple news story (Newsround / FirstNews) and recall what it is about? -listen to others' opinions respectfully? -recall historical events that have been published? <p>Reading</p> <p>Can I:</p> <ul style="list-style-type: none"> -select some words / pictures from a familiar news story to explain it's meaning? -show curiosity about what is being read? --make inferences about what a newsstory is about? <p>Writing</p> <p>Can I:</p> <ul style="list-style-type: none"> -plan a suitable News Report in pairs / individually about something happening within Queensbury / class 7E or local community? -plan using, Who, What, When Where, Why? (higher ability) 	<ul style="list-style-type: none"> -What is a brochure? What makes a great brochure? -What are the key features of a brochure? E.g. headings, pictures, bullet points, website, contact numbers. <p>Maze/hunt/ Orienteering tasks</p> <p>Reading</p> <p>Can I:</p> <ul style="list-style-type: none"> -select key information from given brochures e.g. The Sealife Centre, Cannon Hill Park. Lego Land. -select prices, location, contact numbers etc. -give ideas about which is the most effective brochure? -identify why specific words and phrases have been used? Identify the aim of a brochure e.g. to attract visitors. <p>Writing</p> <p>Can I:</p> <ul style="list-style-type: none"> -research, plan and write my own brochure to advertise Birmingham or one key attraction in Birmingham? (pairs or individual).
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<p>-identify the audience?</p> <p>- write legibly and fluently?</p> <p>- say aloud what I am going to write?</p> <p>-use some organizational features e.g. headings / bullet points.</p> <p>- begin to put full stops and capital letters in my writing?</p> <p>S+L- Can I:</p> <p>-sustain a longer conversation about a topic I like? -present my ideas using the apt tone?</p> <p>Show awareness of the listener and maintain their interest?</p> <p><u>Key skills and knowledge</u></p> <p>See highlighted points.</p> <p><u>Suggested Reading:</u></p> <p>Boy- Roald Dahl</p> <p>Mala Yousafzai</p> <p>Through my Eyes- Ruby Bridges</p> <p>The Boy in the Stripped Pyjamas</p> <p>Anne Frank</p> <p>Fantastically Great Women who changed The World</p>	<p><u>Suggested Reading:</u></p> <p>Cinderalla</p> <p>The Tempest- character Prospero</p> <p>King Arthur</p> <p>Enid Blyton- The Magic Faraway Tree Collection</p>	<p>descriptions? (P Levels)</p> <p>-show an awareness (marking, drawing, ticking or labelling) of how text is organised on a page e.g. headings</p> <p>-copy letter forms (for example, labels and/or captions)</p> <p>-begin to explore using upper and lower case letters (P Levels)</p> <p>-read aloud and comment on their own writing.</p> <p>-write using appropriate adjectives.</p> <p>-complete a storyboard with given descriptions.</p> <p><u>Key skills and knowledge</u></p> <p>See highlighted points.</p> <p><u>Suggested Reading:</u></p> <p>Description/review of my favourite place using images, words and role-play.</p>	<p>e.g. bullying, my favourite music etc</p> <p>-include appropriate adjectives in my poem?</p> <p>-attempt to insert punctuation in my poem using multiple choice?</p> <p><u>Key skills and knowledge</u></p> <p>See highlighted points.</p> <p><u>Suggested Reading:</u></p> <p>Benjamin Zephaniah</p> <p>Music artist Dave- <i>Black</i> (Clean version)</p> <p>Music artist- Berwyn- <i>I'd Rather Die than be deported</i> (clean version)</p> <p>Prinz-D- <i>You Were My Everything</i> (Clean Version (deaf rapper)</p>	<p>-choose appropriate adjectives for my story?</p> <p>-Trace or overwrite my ideas (see P Levels)</p> <p>-show an awareness of how text is organised on a page e.g. news headings (see P Levels)</p> <p>-copy letter forms (for example, labels and/or captions) see P Levels.</p> <p>-choose my best adjectives to write clear sentences.</p> <p>-choose appropriate punctuation.</p> <p><u>Key skills and knowledge</u></p> <p>See highlighted points.</p> <p><u>Suggested Reading:</u></p> <p>News Round</p> <p>myON News articles</p> <p>Newspaper clippings</p> <p>Web articles</p>	<p>--choose appropriate word choices for my brochure?</p> <p>-set out my brochure appropriately with pictures, headings and bullet points.</p> <p>Heavily modelled</p> <p><u>Key Skills and Knowledge:</u></p> <p>See highlighted points.</p> <p><u>Suggested Reading:</u></p> <p>Books and articles about Birmingham</p> <p>Leaflet/brochures promoting the city</p> <p>Advertisements (digital)</p> <p>Photographs of the city- then and now</p> <p>Information about the local area (Erdington)</p> <p>Video clips</p>
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	<p><u>Speech and Communication Lessons:</u></p> <p><u>To focus on S&L Skills</u></p> <p>2 lessons per week on SPaG (thematically linked to topic of the term)</p> <p>2 lessons per Week on Story Telling (model reading for pleasure, tone of voice, role-play, costumes, verbal/non-verbal communication, turn taking...)</p>	<p><u>Speech and Communication Lessons:</u></p> <p><u>To focus on S&L Skills</u></p> <p>2 lessons per week on SPaG (thematically linked to topic of the term)</p> <p>2 lessons per Week on Story Telling (model reading for pleasure, tone of voice, role-play, costumes, verbal/non verbal communication, turn taking...)</p>	<p><u>Speech and Communication Lessons:</u></p> <p><u>To focus on S&L Skills</u></p> <p>2 lessons per week on SPaG (thematically linked to topic of the term)</p> <p>2 lessons per Week on Story Telling (model reading for pleasure, tone of voice, role-play, verbal/non-verbal communication, turn taking...)</p>	<p><u>Speech and Communication Lessons:</u></p> <p><u>To focus on S&L Skills</u></p> <p>2 lessons per week on SPaG (thematically linked to topic of the term)</p> <p>2 lessons per Week on Story Telling (model reading for pleasure, tone of voice, role-play, verbal/non-verbal communication, turn taking...)</p>	<p><u>Speech and Communication Lessons:</u></p> <p><u>To focus on S&L Skills</u></p> <p>2 lessons per week on SPaG (thematically linked to topic of the term)</p> <p>2 lessons per Week on Story Telling (model reading for pleasure, tone of voice, role-play, verbal, non-verbal communication, turn taking...)</p>	<p><u>Speech and Communication Lessons:</u></p> <p><u>To focus on S&L Skills</u></p> <p>2 lessons per week on SPaG (thematically linked to topic of the term)</p> <p>2 lessons per Week on Story Telling (model reading for pleasure, tone of voice, role-play, verbal, non-verbal communication, turn taking...)</p>
Links to Gatsby Benchmarks:	4- Writing autobiographies / biographies	4- Writing creatively	4- Writing leaflets.	4- Working as a Rap Artist or Poet.	4- What is a Journalist?	4- Working in the tourist industry.